USC Suzanne Dworak-Peck
School of Social Work

Diversity, Social Justice, and Culturally Competent Social Work Practice

Social Work 630
Section # 67118

3 Units

"We all live with the objective of being happy; our lives are all different and yet the same."

~Anne Frank

Fall 2020

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Office Hrs: Thursday's: 3:00 – 3:30pm (PST) via ZOOM
I will also make myself available at other times/by appt

Course Day: Thursday's
Course Time: 4:00-5:15pm (PST)
Location: VAC

STANDARD SYLLABUS

I. Course Prerequisites

SOWK 546; SOWK 506; SOWK 536; SOWK 544

II. Catalogue Description

This course builds on the generalist practice curriculum and serves as an introduction to diversity and social justice in the context of specialized social work practice. The course aims to enhance cultural competence by raising students' awareness of their own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes.

III. Course Description

This course, like the profession of social work, celebrates the diversity that characterizes and shapes the human experience and the formation of both individual and group identity. The course approaches diversity from the perspective of intersectionality, a perspective in which the dimensions of diversity are understood as the simultaneous interplay of multiple factors including but not limited to socioeconomic status, race, ethnicity, nationality, color, sex, gender, gender identity and expression, sexual orientation, age, disability and ability, relationship status, political ideology, religion/spirituality, and tribal sovereign status. Regardless of cultural background and life experiences, every person has fundamental human rights. These rights include freedom, safety, honor and recognition of worth, privacy, an adequate standard of living, health care, and education.

Even though this course celebrates diversity, we recognize that diversity also has the potential to negatively impact identity, development, and life experiences, including perceptions of the world and

oneself, and interactions and relationships with others. Sadly, in the United States and around the globe, some groups of people have long been overtly and covertly consigned to society's margins due to their cultural backgrounds, characteristics or life experiences. More than ever, social workers are needed to provide leadership dispelling harmful biases and stereotypes, exposing and rectifying unfair practices and policies, eliminating unjust disproportionalities and disparities, and eradicating systemic oppression and social injustice. To prepare you to do this work as a professional social worker, this course aims to enhance your intercultural competence, particularly your ability (1) to engage in diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice. It is important to note that although we will address a range of aspects of diversity, culture and identity, the course does not attempt to provide a detailed or exhaustive examination of all cultural groups that exist or of all oppressions and social injustices experienced by various cultural groups. Instead, we provide you with frameworks and strategies that can be applied to varied populations, issues, and contexts and we ***highlight*** cultural groups and issues that are particularly salient or relevant to social work practice today. Further, because this is a specialized practice course, it is designed to provide you with opportunities to tailor your learning about diversity and social justice in a way that reflects the cultural groups and issues relevant to the area of specialized practice you have chosen to pursue as a professional social worker.

IV. Course Objectives

Objective #	Objectives
1	Appreciate how diversity and difference shape individual and group development, behavior, and life experiences.
2	Use mindful reflection to assess, understand and enhance one's own intercultural competence, consistent with an area of specialization.
3	Understand key concepts related to diversity, inclusion, and social justice, as well as those related to power, privilege, oppression, and injustice.
4	Apply an intercultural competence lens to identify and understand major forms and consequences of systemic oppression and social injustice.
5	Apply an intercultural competence lens to formulate social work practice strategies and to combat systemic oppression and social injustice as a professional social worker.

V. Course format / Instructional Methods

The format of the course will consist of mindful reflections and self-assessments, individual and team-based experiential exercises and activities, trainings, instructor and student led discussions, and lectures. Case vignettes, videos, and role plays will also be used to facilitate student learning. Students are expected to come to class ready to discuss required readings and to apply concepts covered in readings.

Instructor's Oath

"As your instructor, to each of you, I pledge the following:

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To accommodate when appropriate and within reason;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook*

If at any time you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them."

VI. STUDENT LEARNING OUTCOMES

The table below presents the nine social work competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. Items highlighted in yellow and in bold font indicate the specific competencies addressed in this course.

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	**Engage in Diversity and Difference in Practice**
3	**Advance Human Rights and Social, Economic, and Environmental Justice**
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency and methods for assessing whether the outcomes have been achieved.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2 **Engage in Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Objective 1 - Appreciate how diversity and difference shape individual and group development, behavior, and life experiences. Objective 2 - Use reflection to assess, understand and enhance one's own intercultural competence, consistent with an area of specialization. Objective 3 - Understand key concepts related to diversity, inclusion, and social justice, as well as those related to power, privilege, oppression, and injustice.	2a. Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. 2b. Reflects on and articulates personal biases and values in relation to working with diverse clients and constituencies, and in diverse and dynamic contexts and applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies, and in diverse and dynamic contexts.	Values Knowledge Cognitive and affective processes Skills	Units 1 - 5 Assignments 1 & 2 Participation
	Objective 4 - Apply an intercultural competence lens to identify and understand major forms and consequences of systemic oppression and social injustice. Objective 5 - Apply an intercultural competence lens to formulate social work practice strategies and to combat systemic oppression and social injustice as a professional social worker.	2c. Applies the basic tenets of intersectionality and cultural competence perspectives to an area of specialized practice, including assessment, engagement, intervention, and evaluation.	Knowledge Skills	Units 6 - 15 Assignment 3 & 4 Participation

Competency	Objectives	Behaviors	Dimensions	Content

Competency 3 **Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.	Objective 4 – Apply an intercultural competence lens to identify and understand major forms and consequences of systemic oppression and social injustice.	3a. Describes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions and inclusions, may oppress, marginalize, alienate, or create privilege and power. 3b. Uses an intercultural competence lens to identify forms and mechanisms of oppression and discrimination.	Knowledge Skills	Units 6 - 9 Assignment 3 Participation
	Objective 5 - Apply an intercultural competence lens to formulate social work practice strategies and to combat systemic oppression and social injustice as a professional social worker.	3c. Formulates interculturally competent strategies that can be used to eliminate oppressive structural barriers in order to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Knowledge Skills	Units 10 - 15 Assignment 4 Participation

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignments

The table below presents all course assignments, due dates, and the percent of the final grade comprised of by each assignment. Maximum points for each assignment correspond with the percent of the final grade for that assignment. For example, a maximum of 10 points can be earned for an assignment comprising 10% of the final grade.

Assignment		Unit Due	% of Final Grade
Assignment 1	Intersectionality DNA Reflection	4	10%
Assignment 2	Intercultural Competence Self-Assessment and Workplan	7	25%
Assignment 3	Intercultural Competence Team Assessment and Workplan	11	25%
Assignment 4	Critical Review and Workplan	Exam Week	25%
Critical Reflection, Active and Proactive Learning, and Meaningful Class Participation		1 - 15	15%

Assignments for the course consist of 4 written assignments, including (1) an intersectionality DNA reflection, (2) an intercultural competence self-assessment and workplan, (3) an intercultural competence team assessment and workplan, and (4) a critical review of the learning experience and ongoing learning plan. All assignments are designed to relate to and build on one another. As such, it is imperative that you complete the assignments by their due dates. **Written assignments should be submitted midnight on the specified due date.** Detailed guidelines for each of the major assignments will be disseminated and discussed by your instructor. Brief descriptions of each assignment are below:

Assignment 1: *Knowing Oneself:* Intersectional DNA Reflection *(10% of Course Grade)*

The main aim of this assignment is to enhance your own understanding of yourself by reflecting on your multiple and intersecting identities within the context of oppression, power, and privilege. In doing so, the assignment seeks to achieve three specific goals:

1. Deepen your understanding of how your identities have shaped your personal experiences with privilege and oppression and vice versa;
2. Raise your awareness of your own biases and prejudices that may stem from your identities and experiences

By the end of Assignment 1, you will have completed a critical reflection of yourself. This reflection will inform your completion of Assignment 2.

This assignment relates to objective 1 and to student learning outcomes 2a and 2b.

Assignment 2: *Knowing Oneself:* Intercultural Competence Self-Assessment and Learning Plan *(25% of Course Grade)*

The main aim of this assignment is to encourage you to reflect on how your diversity and life experiences have influenced various dimensions of your professional development. Specifically, the assignment asks that you assess different aspects of your cultural competence in general and as it relates to your area of specialization. Based on this assessment, the assignment also asks that you develop a learning plan that

will form the foundation for subsequent assignments, including the selection of intersectional team members as part of Assignment 3.

This assignment relates to objective 1 and to student learning outcomes 2a and 2b.

Assignment 3: Knowing Social Justice Issues and Human Rights of Others*: Intercultural Competence Team Workplan, Training, & Reflection *(25% of Course Grade)*

The main aim of this assignment is to address the learning goals you set for yourself in Assignment 2. Specifically, the assignment asks that you work in an **intersectional team** to develop and provide a professional development training about an existing social justice issue related to the team members' area of professional interest. The purpose of working in an intersectional team is to enhance your ability to collaborate and work professionally with those having different cultural identities, experiences, and perspectives in order to accomplish a shared goal together. This assignment is completed in 3 parts, due over 3 weeks: team workplan (Unit 11), team presentation (Unit 12), reflection (Unit 13).

This assignment relates to objectives 4 and 5 and to student learning outcomes 3a and 3b.

Assignment 4: *Moving Onward: Critical Review of Learning Experience and Ongoing Learning Plan (25% of Course Grade)*

The main aim of this assignment is to provide a space for you to reflect critically on your experiences in this class during this semester. Specifically, the assignment asks that you revisit assignments 1, 2, and 3 to assess your growth and plan for next steps moving forward.

This assignment relates to objective 5 and to student learning outcomes 3c.

In addition to the written assignments, course grades will be based on mindful reflection, active and proactive learning, and meaningful class participation. Grading for this component of the course is detailed below.

Fostering a Supportive Learning Environment, Active and Proactive Learning, and Critical Engagement with Course Material (i.e., "Class Participation") (15% of Course Grade)

Given the nature of this class, critical reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections or questions about concepts, readings and assignments. Proactive learning involves anticipating workload and challenges, and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. Meaningful participation consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities and assignments prior to class. For our purposes, contributing "to the development of a positive learning environment" refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, interculturally-sensitive, and effective. "Environment" refers to our physical classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your Participation grade:

Criteria	Never or Rarely	Regularly or Always
Awareness and Critical Reflection (0 – 4 points)		
(1) Student shows openness and respect to different worldviews and to difference.	0	1
(2) Student displays awareness of unexpected emotions or reactions when addressing or discussing difficult topics.	0	1
(3) Student demonstrates critical reflection about course content and experiences, including cognitive and affective processes and reactions.	0	1
(4) Student recognizes others' sense of vulnerability	0	1
Active and Proactive Learning (0 – 4 points)		
(5) Student demonstrates that she/he/they has completed course readings and prepared for class.	0	1
(6) Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor's performance in the course.	0	1
(7) Students demonstrates attending and active listening in the classroom.	0	1
(8) Student seizes opportunities to step out of comfort zone to engage in deeper learning about self and others.	0	1
Meaningful Participation (0 – 7 points)		
(9) Student participates in class discussions.	0	1
(10) Student's communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class).	0	1
(11) Student helps to maintain a positive learning environment.	0	1
(12) Student integrates diverse perspectives in comments, responses and discussions.	0	1
(13) Student helps foster a learning environment that is safe and brave.	0	1
(14) Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.	0	1
(15) Student adeptly engages self and others in processing difficult conversations and disagreements.	0	1

This "assignment" relates to objectives 1 - 5 and to student learning outcomes 2a, 2b, 2c, 3a, 3b, and 3c.

Additional details and guidelines for each of the assignments will be provided by the instructor and discussed in class.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a

half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

~~Required Textbooks~~

~~Finney, K. & Fitzgerald, T. (2020). *The reality of diversity, gender, and skin color: From living room to classroom* (1st ed. 2020). San Diego, CA: Cognella Publishing~~.

- **Effective 8/21/2020**: This textbook is now recommended – not required

Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice. NJ: John Wiley & Sons, Inc. (This is the only text that you are required to use/purchase for this course)

Course Reader

Other required and recommended course readings are presented in the detailed course schedule. These readings are available on electronic reserve through ARES.

To access ARES, go to https://reserves.usc.edu and log in using your USC NetID and email password. When logged in, search the reserves for SOWK 630 and then add the course.

Note: Additional required and recommended readings may be assigned by your instructor throughout the course.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from https://owl.english.purdue.edu/owl/resource/560/08/

USC guide to avoiding plagiarism: http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html

USC Libguides

Sample papers using APA style: http://libguides.usc.edu/ld.php?content_id=9235241

APA citation guide: http://libguides.usc.edu/APA-citation-style

Evidence-based practice resources: http://libguides.usc.edu/socialwork/socialworkEBP

Tests and measures: http://libguides.usc.edu/socialwork/measurements

Writing guide: http://libguides.usc.edu/writingguide

Research guides: https://libguides.usc.edu/antiracistpedagogy
https://libguides.usc.edu/diversityandinclusion

Recommended Social Work Organizations

National Associate of Social Workers. Available at http://www.naswdc.org

Institute for the Advancement of Social Work Research. Available at http://www.iaswresearch.org

Society for Social Work Research. Available at http://www.sswr.org

American Evaluation Association. Available at http://www.eval.org

Course Overview

Unit	Topics	Assignments
	PART I – INTRODUCTION TO DIVERSITY, SOCIAL JUSTICE, AND CULTURALLY COMPETENT SOCIAL WORK PRACTICE	
1	**Welcome and Overview** ■ Course introduction and significance ■ Course framework and approach	
2	**Dimensions of Diversity and Social Justice** ■ Conceptualizing diversity and culture ■ Social justice, systems, and strengths perspectives ■ Power and privilege ▼ Difference, disproportionality, disparity, and inequality ■ Incorporating intersectionality into social work	
3	**Competency-Based Approaches to Diversity and Social Justice in Social Work** ■ Competency and competency-based approaches to diversity and social justice ■ Cultural competence in social work practice, policy, and education ■ Multicultural social work practice	
4	**Interculturally Competent Social Work Practice** ■ Introduction to interculturally competent social work practice ■ Cultural awareness and humility ■ Understanding implications of oppression and power in social work practice	**ASSIGNMENT 1 DUE:** **Intersectionality DNA Reflection**
5	**Managing Microaggressions in Social Work Practice** ■ Recognizing unconscious bias and microaggressions ■ Minimizing and managing microaggressions	
	PART II – UNDERSTANDING AND RECOGNIZING SYSTEMIC OPPRESSION AND SOCIAL INJUSTICE	
6	**Individual and Group Identities and Development** ■ Cultural identity ▼ Racial and ethnic identity development ➢ White racial identity development ▼ Gender identity development ■ Minority Stress and Internalized Oppression	
7	**Major Forms of Systemic Oppression and Social Injustice** ■ Racism and colorism ■ Nationalism and xenophobia	**ASSIGNMENT 2 DUE:** **Intercultural Competence Self-Assessment and Workplan**

Unit	Topics	Assignments
8	**Major Forms of Systemic Oppression and Social Injustice (Cont'd)** ■ Misogyny, Sexism and sexual harassment ■ Homophobia and heterosexism ■ Transphobia	
9	**Major Forms of Systemic Oppression and Social Injustice (Cont'd)** ■ Classism and political oppression ■ Ageism and adultism ■ Ableism	
PART III – BECOMING AN INTERCULTURALLY COMPETENT SOCIAL WORK PROFESSIONAL		
10	**Interculturally Competent Engagement** ■ Issues in engagement of culturally-diverse clients ▼ Overcoming cultural barriers to engagement ▼ Building trustworthiness, expertness, and credibility in social work practice ■ Planning for interculturally competent social work practice	
11	**Interculturally Competent Assessment and Evaluation** ■ Issues in assessment of culturally-diverse clients ▼ Intercultural communication ▼ Assessing cultural styles of clients and level of acculturation ▼ Overcoming cultural barriers to assessment and evaluation ■ Selecting culturally appropriate screening and assessment tools ■ Conducting culturally-responsive and strength-based assessments and interviews	**ASSIGNMENT 3 DUE:** **Intercultural Competence Team Assessment and Workplan**
12	**Interculturally Competent Intervention: Individuals and Families** ■ Issues in intervening with culturally-diverse individuals and families ■ Religion, spirituality, and indigenous practice strategies ■ Evidence-based approaches for interculturally competent social work practice	
13	**Interculturally Competent Intervention: Groups and Communities** ■ Issues in intervening with culturally-diverse groups and communities	
14	**Interculturally Competent Intervention: Organizations and Systems** ■ Issues in intervening with culturally-diverse organizations and systems ■ Inclusive leadership	

Unit	Topics	Assignments

15	**Wrap-up**
	- Review
	- Next steps
	  - Professional responsibilities
	  - Life-long learning	

	STUDY DAYS / NO CLASSES	
EXAM WEEK		**ASSIGNMENT 4 DUE:** **Critical Review and Workplan**

Course Schedule—Detailed Description

PART I – INTRODUCTION TO DIVERSITY, INCLUSION, AND SOCIAL JUSTICE

Unit 1 Welcome and Overview

Topics

- Course introduction and significance
- Course framework and approach

This Unit relates to course objectives 1 – 3.

Required Readings

Course Syllabus

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work, 53*(2), 99-101.

Finn, Janet L., Perry, Tonya E., & Karandikar, Sharvari.(2013). Introduction: Conceptualizing Gender Oppression, Globalization, and the Implications for Social Work. In *Gender Oppression and Globalization*, pages xv – xxxviii. Alexandria: CSWE Press

Sue et al. (2016). Chapter 1 - Cultural diversity and implications for multicultural social work practice. *Multicultural social work practice* (pp. 1-28). NJ: John Wiley & Sons, Inc.

Required Videos

Advice for non-black social workers of color (2:27 in length): https://www.youtube.com/watch?v=mbkVMxBJn3c&t=2s

A historical perspective of social work and race (2:59 in length): https://www.youtube.com/watch?v=kDtrlwaQyW4

Violence against Native women is not traditional (6:45 in length) https://www.youtube.com/watch?v=Mg2Jjam0p-U

Unit 2 Dimensions of Diversity and Social Justice

Topics

- Conceptualizing diversity and culture
- Social justice, systems, and strengths perspectives
- Power and privilege
  - Difference, disproportionality, disparity, and inequality
- Incorporating intersectionality into social work

This Unit relates to course objectives 1 – 3.

Required Readings

Finney & Fitzgerald. (2020). Chapter 1 – *A historical and contemporary look at race and exclusion in America* (pp.3-16). CA: Cognella Academic Publishing.

Crenshaw, K. (2019). WE STILL HAVE NOT LEARNED FROM ANITA HILL'S TESTIMONY. UCLA Women's Law Journal, 26(1), 17– 20. https://escholarship.org/content/qt9nh3f6n6/qt9nh3f6n6.pdf?t=pu5wzn

Murphy et al. (2009). Chapter 1 - Conceptual framework for intersectionality. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 7-16). Washington DC. NASW Press.

Powell, J., & Khan, H. (2012). Foucault, Social Theory and Social Work. Sociologie Românească, 10(1), 131–147.

Recommended Readings

Sue et al. (2016). Chapter 2 - Theoretical foundations for multicultural social work practice. *Multicultural social work practice* (pp. 29-58). NJ: John Wiley & Sons, Inc.

Required Videos

What is intersectionality? (7:17 in length):
https://www.youtube.com/watch?v=lEeP_3vmdBY

Intersectionality & Disability (2:11 in length):
https://www.youtube.com/watch?v=p2XN0CQazr0

Deaf and Disability Intersectionality (6:19 in length):
https://www.youtube.com/watch?v=FeiMeb6B0i8

Unit 3 Competency-Based Approaches to Diversity and Social Justice in Social Work

Topics

- Competency and competency-based approaches to diversity and social justice
- Cultural competence vs. Cultural humility in social work practice, policy, and education
- Multicultural social work practice

This Unit relates to course objectives 1 – 3.

Required Readings

Einbinder, S. (2019). Reflections on Importing Critical Race Theory into Social Work: The State of Social Work Literature and Students' Voices. *Journal of Social Work Education*, 56(2), 1–14. https://doi.org/10.1080/10437797.2019.1656574

Fisher-Borne, M., Cain, J., M., & Martin, S. L. (2014). From mastery to accountability: cultural humility as an alternative to cultural competence. *The International Journal of Social Work Education, 34*(2), 165-181.

Owen, J., Tao, K., Drinane, J., Hook, J., Davis, D., & Kune, N. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology, Research and Practice,* 47(1), 30–37. https://doi.org/10.1037/pro0000046

Required Video

Cultural Humility | Juliana Mosley, Ph.D. (16:49 in length)
https://www.youtube.com/watch?v=Ww_ml21L7Ns&t=178s

Recommended Readings

Murphy et al. (2009). Chapter 4 - Intersectionality and social work practice. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 41-48). Washington, DC. NASW Press.

Unit 4 Interculturally Competent Social Work Practice

Topics

- Interculturally competent social work practice
- Cultural humility and social work practice
- Cultural awareness
- Understanding implications of oppression and power in social work practice

This Unit relates to course objectives 1 – 3.

Required Readings

Bender, Kimberly, Negi, Nalini, & Fowler, Dawnovise N. (2010). Exploring the relationship between self-awareness and student commitment and understanding of culturally responsive social work practice. *Journal of Ethnic & Cultural Diversity in Social Work, 19*(1), 34-53.

Dunn, S. (2020). Chapter 7 – *White women like me: Views about "others"*. (pp.119-154). CA: Cognella Academic Publishing

Sue et al. (2016). Chapter 4 - Understanding the sociopolitical implications of oppression and power in social work practice (pp. 89-116). *Multicultural social work practice.* NJ: John Wiley & Sons, Inc.

Required Video

Cultural Humility (5:56) in length:
https://www.youtube.com/watch?v=16dSeyLSOKw

Postcolonialism: WTF? An Intro to Postcolonial Theory (17:22 in length):
https://www.youtube.com/watch?v=jbLyd0mQwIk

ASSIGNMENT 1 DUE: INTERSECTIONALITY DNA REFLECTION

Unit 5 Managing Microaggressions in Social Work Practice

Topics

- Recognizing unconscious bias and microaggressions
- Minimizing and managing microaggressions

This Unit relates to course objectives 1 – 3.

Required Readings

Allen, P., Cherry, K., & Palmore, E. (2009). Self-reported ageism in social work practitioners and students. *Journal of Gerontological Social Work, 52*(2), 124-134.

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine* (1982), 103, 7–14. https://doi.org/10.1016/j.socscimed.2013.09.006

Finney & Fitzgerald. (2020). Chapter 3 – Colorism in America (pp.27-52). CA: Cognella Academic Publishing.

Sue et al. (2016). Chapter 5 - Microaggressions in social work practice (pp. 117-148). *Multicultural social work practice.* NJ: John Wiley & Sons, Inc.

Required Video:

SAL CASTRO & the 1968 East LA Walkouts (15:19 in length):
https://www.youtube.com/watch?v=-3TKnj0fXZs

Recommended Readings

Lee, J., & Robinson, K. W. (2014). Self-reflections of a gay immigrant social worker. *Social Work Faculty Publications, 20*(1), 15-28.

Spencer, M. S. (2017) Microaggressions and social work practice, education, and research. *Journal of Ethnic & Cultural Diversity in Social Work, 26*(1-2), 1-5.

Sue et al. (2007). Racial microaggressions in everyday life. *American Psychologist, 62,* 271-286.

PART II – UNDERSTANDING AND RECOGNIZING SYSTEMIC OPPRESSION AND SOCIAL INJUSTICE

Unit 6 Individual and Group Identities and Development

Topics

- Cultural identity
  - Racial and ethnic identity development
- Minority stress and internalized oppression

This Unit relates to course objective 4.

Required Readings

McKinney, K., & Feagin, J. (2004). Chapter 4- Being White: Being white: Stories of race and racism (pp.115-148). Taylor & Francis Group.

Stryker, S. (2008). Chapter 3 - *Transgender history* (pp. 59-90). Seal Press.

Sue et al. (2016). Chapter 6 - Racial/cultural minority identity development. *Multicultural social work practice* (pp. 149-178). NJ: John Wiley & Sons, Inc.

Required Videos

Native American Identity in the 21st Century (6:48 in length):

https://www.youtube.com/watch?v=Rb6VjzEJQGk

How Trump brought white identity politics into the U.S. mainstream (12:20 in length):
https://www.youtube.com/watch?v=gFygblM-4Uk

Where does the rise of identity politics leave people of mixed race? (6:57 in length):
https://www.youtube.com/watch?v=TwAtHuW8AS8

Recommended Readings

Hummer, R., & Hamilton, E. (2010). Race and ethnicity in fragile families. *The Future of Children, 20*(2), 113-131.

Huynh, Q.-L., Devos, T., & Smalarz, L. Perpetual foreigner in one's own land: Potential implications for identity and psychological adjustment. *Journal of Social and Clinical Psychology, 30*(2), 133-162.

Lipsitz, G. (2006). The possessive investment in Whiteness. *The possessive investment in Whiteness: How White people profit from identity politics* (pp. 1-23). Philadelphia, PA: Temple University Press.

Unit 7 Major Forms of Systematic Oppression and Social Injustice

Topics

- Racism and colorism
  - Understanding White privilege
- Nationalism and xenophobia

This Unit relates to course objective 4.

Required Readings

Alexander, M. (2012). The color of justice. *The New Jim Crow: Mass incarceration in the age of the colorblindness* (pp. 97-104). New York: The New Press.

Araque, J. C. (2020). Chapter 8 – White males like them: Views on diversity.(pp.155-176). CA: Cognella Academic Publishing.

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences, 32*(3), 362-384.

Sue et al. (2016). Chapter 7 - White racial identity development. *Multicultural social work practice* (pp. 179-206). NJ: John Wiley & Sons, Inc.

Required Video

Medical Apartheid (29:47 in length):
https://www.youtube.com/watch?v=Dl2AplVEu50

Black in Latin America E03, Mexico and Peru: The Black Grandma in the Closet (Stop at 29:09):
https://www.youtube.com/watch?v=Ufut6qxt1ro

Recommended Readings

Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage and Family, 74*(4), 829-846.

Gilens, M. (2003). How the poor became black: The racialization of American poverty in the mass media. In S. F. Schram, J. Soss., and R. C. Fording (Eds.), *Race and the Politics of Welfare Reform* (101-130). MI: The University of Michigan Press.

ASSIGNMENT 2 DUE: INTERCULTURAL COMPETENCE SELF-ASSESSMENT AND WORKPLAN

Unit 8 Major Forms of Systemic Oppression and Social Injustice (Cont'd)

Topics

- Misogyny, Sexism and sexual harassment
- Homophobia and heterosexism
- Transphobia

This Unit relates to course objective 4.

Required Readings

Cole, C., & Harris, H. W. (2017). The lived experiences of people who identify as LGBT Christians: considerations for social work helping. *Social Work & Christianity, 44*(1/2), 31-52.

Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the intersectionality of privilege. *Journal of Social Issues, 68*(1), 97-111.

Roth, B. (2003). Chapter 4- Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave (pp.129-177). Cambridge University Press. https://doi.org/10.1017/CBO9780511815201

Villareal-Sosa, Leticia & Moore, Ali. (2013). Chicana Feminisms, Intersectionality, and Social Work. In *Gender Oppression and Globalization*, 149-172. Alexandria: CSWE Press.

Required Video:

James Baldwin and Paul Weiss Debate Discrimination In America (12:57 in length): https://www.youtube.com/watch?v=hzH5IDnLaBA

Recommended Readings

Rivers, B., & Swank, J. (2017). LGBT ally training and counselor competency: a mixed-methods study. *Journal of LGBT Issues in Counseling, 11*(1), 18-35.

Unit 9 Major Forms of Systemic Oppression and Social Injustice (Cont'd)

Topics

- Classism and political oppression
- Ageism and adultism
- Ableism

This Unit relates to course objective 4.

Required Readings

Calderón-Almendros, I. & Calderón-Almendros, R. (2016). 'I open the coffin and here I am': disability as oppression and education as liberation in the construction of personal identity. *Disability & Society, 31*(1), 100-115.

Pearson, H. (2010). Complicating Intersectionality Through the Identities of a Hard of Hearing Korean Adoptee: An Autoethnography. *Equity & Excellence in Education: Emergent Approaches to Diversity and Social Justice in Higher Education*, *43*(3), 341–356. https://doi.org/10.1080/10665684.2010.496642

Pearce, E., Paik, K., & Robles, O. J. (2016). Adolescent girls with disabilities in humanitarian settings: "I am not 'worthless.' I am a girl with a lot to share and offer." *Girlhood Studies, 9*(1), 118-136.

Rodriquez, R. (2020). Chapter 4 – Mexican-American women: Diversity and skin color. (pp.53-72). CA: Cognella Academic Publishing.

Story, C., Crethar, H., & Hall, T. (2014). Privilege, oppression and the Affordable Care Act: cultural implications for health educators. *American Journal of Health Studies, 29*(4), 302-308.

Required Videos

Baldwin-Buckley race debate still resonates 55 years (8:59 in length):

https://www.youtube.com/watch?v=MRzkHgMaPL4

Coronavirus Exposed A 'Digital Divide' in LA Schools: See where that gap is widest. https://laist.com/2020/04/20/coronavirus-digital-divide-map-los-angeles-distance-learning.php

Invisible Diversity: Undiagnosed autism. Carrie Beckwith-Fellows
https://www.youtube.com/watch?v=cF2dhWWUyQ4

PART III – BECOMING AN INTERCULTURALLY COMPETENT SOCIAL WORK PROFESSIONAL

Unit 10 Interculturally Competent Engagement

Topics

- Issues in engagement of culturally-diverse clients
  - Overcoming cultural barriers to engagement
  - Building trustworthiness, expertness, and credibility in social work practice
- Planning for interculturally competent social work practice

This Unit relates to course objective 5.

Required Readings

Delgado, M. (2007). Chapter 7- *Social work with Latinos a cultural assets paradigm.* Oxford University Press.

Diaz, R., Ayala, G., Bein, E., Henne, J., & Marin, B. (2001). The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: findings from 3 US cities. *American Journal of Public Health (1971)*, *91*(6), 927–932. https://doi.org/10.2105/ajph.91.6.927

Sue et al. (2016). Chapter 8 - Barriers to effective multicultural clinical practice. Multicultural social work practice (pp. 209-240). NJ: John Wiley & Sons, Inc.

Unit 11 Interculturally Competent Assessment and Evaluation

Topics

- Issues in assessment of culturally-diverse clients
  - Intercultural communication
  - Assessing cultural styles of clients and level of acculturation
  - Overcoming cultural barriers to assessment and evaluation
- Selecting culturally appropriate screening and assessment tools
- Conducting culturally-responsive and strength-based assessments and interviews

This Unit relates to course objective 5.

Required Readings

Appleby, G. A. (2007). Dynamics of oppression and discrimination. In G. A. Appleby, E. A. Colon, & J. Hamilton. *Diversity, Oppression, and Social Functioning: Person-in-Environment Assessment and Intervention (3rd ed.)* (pp. 51-67).

Miller, Joshua, Garran, Ann Marie. (2017). Chapter 11. Cross Racial Clinical Social Work. In Joshua Miller & Ann Marie Garran. *Racism in the United States: Implications for the Helping Professions*. *(2nd ed)* New York: Springer Publishing.

Chan, K. (2020). The Association of Acculturation with Overt and Covert Perceived Discrimination for Older Asian Americans. *Social Work Research*, *44*(1), 59–71. https://doi.org/10.1093/swr/svz023

Sue et al. (2016). Chapter 9 - Cultural styles in multicultural intervention strategies. *Multicultural social work practice* (pp. 241-268). NJ: John Wiley & Sons, Inc.

Recommended Readings

Park, M., Chesla, C., Rehm, R., & Chun, K. (2011). Working with culture: Culturally appropriate mental health care for Asian Americans. *Journal of Advanced Nursing, 67*(11), 2373-82.

ASSIGNMENT 3 DUE: INTERCULTURAL COMPETENCE TEAM ASSESSMENT AND WORKPLAN

Unit 12 Interculturally Competent Intervention: Individuals and Families

Topics

- Issues in intervening with culturally-diverse individuals and families
- Religion, spirituality, and indigenous practice strategies
- Evidence-based approaches for interculturally competent social work practice

This Unit relates to course objective 5.

Required Readings

Sue et al. (2016). Chapter 10 - Multicultural family social work intervention. Multicultural social work practice (pp. 269-300). NJ: John Wiley & Sons, Inc.

Recommended Readings

Cohen, H., Greene, R., Lee, Y., Gonzalez, J., & Evans, M. (2006). Older adults who overcame oppression. *Families in Society, 87*(1), 35-42.

Englar-Carlson, M., & Kiselica, M. (2013). Affirming the strengths in men: a positive masculinity approach to assisting male clients. *Journal of Counseling and Development, 91*(4), 399-409.

Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. *Families in Society, 93*(1),47- 53.

Required Video:

Sean Joe, PhD. Suicide among African American youth (start at 1:13 minutes through 19:21 minutes)
https://www.youtube.com/watch?v=SY7LD__U4I8

Unit 13 Interculturally Competent Intervention: Groups and Communities

Topics

- Issues in intervening with culturally-diverse groups and communities

This Unit relates to course objective 5.

Required Readings

Murphy et al. (2009). Chapter 6 - Intersectionality and social policy. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 59-73). Washington, DC. NASW Press.

Satariano, N. B., & Wong, A. (2016). Creating an online strategy to enhance effective community building and organizing. In. M. Minkler (Ed.), *Community organizing and community building for health and welfare* (pp. 269-287). NJ: Rutgers University Press.

Sue et al. (2016). Chapter 11 – Religion, spirituality, and indigenous methods of health. Multicultural social work practice (pp. 269-300). NJ: John Wiley & Sons, Inc.

Recommended Readings

Foster, M. (2015). Tweeting about sexism: The well-being benefits of a social media collective action. *British Journal of Social Psychology, 54*(4), 629-647.

Reynolds, V. (2012). An ethical stance for justice-doing in community work and therapy. *Journal of Systemic Therapies, 31*(4), 18-33.

Unit 14 Interculturally Competent Intervention: Organizations and Systems

Topics

- Issues in intervening with culturally-diverse communities and systems
- Inclusive leadership

This Unit relates to course objective 5.

Required Readings

Giwa, S., & Greensmith, C. (2012). Race Relations and Racism in the LGBTQ Community of Toronto: Perceptions of Gay and Queer Social Service Providers of Color. *Journal of Homosexuality*, *59*(2), 149–185. https://doi.org/10.1080/00918369.2012.648877

Mor Barak, M.E., Lizano, E. L., Kim, A., Duan, L., Hsiao, H. Y., & Rhee, M. K. Brimhall, K. A. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis, *Human Service Organizations: Management, Leadership and Governance* 4(40), 305-333.

Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. Journal of Applied Behavioral Science, 44(1), 116-133.

Recommended Readings

Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work, 51*(4), 303-315.

Unit 15: Wrap-up

Topics

- Review
- Next steps
  - Professional responsibilities
  - Life-long learning

This Unit relates to course objective 5.

STUDY DAYS

NO CLASSES

EXAM WEEK

- Summative assessment (Ground classes only)

ASSIGNMENT 4 DUE: CRITICAL REVIEW AND WORKPLAN

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

X. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XI. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XIV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. .Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation**,** administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XV. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead instructor for the course. Elizabeth Kim (bkelizak@usc.edu) is the lead instructor for the ground and Terence Fitzgerald (tfitzge@usc.edu) is the lead instructor for the VAC. If you believe you did not receive a satisfactory response or solution from the instructor or lead instructor, contact your advisor/SSA or Associate Dean for Academic Affairs Leslie Wind (wind@usc.edu) for further guidance.

XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.

Black Ownership of Land: https://www.youtube.com/watch?v=ls3P_FicO7I